

ERIC Document Resume		See Instruction Sheet		DATE OF RESUME		DATE RECEIVED																	
A. PUBLICATION DATA																							
1. ERIC NUMBER ED001458		2. ORIGINATOR CONTROL NO(S). N.A.		3. IDENTIFICATION NO. N.A.		DO NOT WRITE IN SPACE BELOW																	
4. AUTHOR(S) San Bernardino City Unified School District, Compensatory Education, San Bernardino, California						MICROFILM COPY AVAILABLE YES ☒ NO ☐																	
5. TITLE OF DOCUMENT ABSTRACTED: San Bernardino City Unified School District Compensatory Education: Project Narrative Report 1963-1964						COPYRIGHT GRANTED YES ☐ NO ☒																	
6. PUBLICATION TITLE: N.A.						COPYRIGHT RELEASE FILED YES ☐ NO ☐																	
7. EDITOR(S): N.A.				8. PLACE OF ORIGIN San Bernardino City Unified School District Compensatory Education San Bernardino, Cal.		TYPE OF REPORT PROPOSAL ☐ IN-PROGRESS ☐ FINAL ☒ FOLLOW-UP ☐																	
9. PUBLISHER OR SOURCE San Bernardino City Unified School Dist., Compensatory Edu., San Bernardino, Cal.						OTHER ERIC REFERENCES:																	
10. VOL. N.A.	11. PAGES N.A.	12. MO./YR. 1964	13. TOTAL PP. 1	TELE. INST/LOC CODE	EXT.	ERIC SATELLITE CODE																	
B. INDEXING DATA																							
14. SUBJECT AREA				15. TYPE OF ENDEAVOR report																			
16. INDEXING TERMS (8-12)				<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td>vocabulary</td> <td>pre-school</td> <td>pupil motivation</td> <td>Compensatory Education Program,</td> </tr> <tr> <td>language</td> <td>field trips</td> <td>oral communication</td> <td>California</td> </tr> <tr> <td>school environment</td> <td>teacher attitude</td> <td>parents' attitudes</td> <td></td> </tr> <tr> <td></td> <td></td> <td>compensatory education programs</td> <td></td> </tr> </table>				vocabulary	pre-school	pupil motivation	Compensatory Education Program,	language	field trips	oral communication	California	school environment	teacher attitude	parents' attitudes				compensatory education programs	
vocabulary	pre-school	pupil motivation	Compensatory Education Program,																				
language	field trips	oral communication	California																				
school environment	teacher attitude	parents' attitudes																					
		compensatory education programs																					
17. ABSTRACT (MAX. 250 WORDS)																							
San Bernardino City Unified School District's Compensatory Education project was designed to give early attention to deficiencies of experience, vocabulary, and language patterns by providing a school environment which would compensate for meager pre-school years. Major emphasis was on the improvement of oral language facility, a prerequisite for learning to read. Project personnel attended seminars designed to help them understand the children and their parents. School experiences rich in language opportunities were provided, and pupils were given more real experiences. Results showed that there was a change in teacher attitude, and that the classrooms reflected more pupil motivation, participation and oral communication. Pupils, parents, teachers, and informed citizens were enthusiastic about the project.																							
ERIC No.																							
18. SOURCE OF ABSTRACT																							
C. FUNDING DATA																							
19. SUPPORTING ORGANIZATION				20. DIVISION OR DEPT.		21. CONTRACT NO.																	
				22. TOTAL COST OF PROJECT		PROJECT NO.																	
				23. DURATION OR PROJECT		U.S. Department of Health, Education, and Welfare Office of Education																	

REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN PRINTED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED001458

RECEIVED
OCT 30 1964

San Bernardino City Unified School District Compensatory Education

PROJECT NARRATIVE REPORT 1963-64

Purpose:

The project is designed to give early attention to deficiencies of experience, vocabulary and language patterns by providing a school environment which will compensate for meager pre-school years. Major emphasis is upon the improvement of oral language facility which is a prerequisite for learning to read, which is in turn basic to success in other curriculum areas. Therefore, the belief is that we can best make our contribution to the disadvantaged child by working intensively on his oral communication skills in his earliest school years--grades K, 1 and 2.

Activities:

- project personnel have attended seminars designed to help them
 - understand the children and the parents and work with them more effectively
 - plan school experiences that are rich in language opportunities
- teachers have given added emphasis to working with parents
- additional adult time (aides) has been provided so that small groups of pupils may talk with an interested adult
- materials have been used in different ways
- pupils have been given more real experiences (objects, trips, etc.)

Results:

One major result is change in teacher attitude and without this little else could happen.

The classrooms reflect more pupil motivation, participation and a great deal more of oral communication. Pupils appear much more at home in school and are more outgoing and friendly.

Parents and teachers of project schools are demonstrating pride in their school.

More people are applying for the position of aide than can be used. (Many of these are from other areas of the community and the contacts are excellent for understanding.)

All groups--pupils, parents, teachers and informed citizens--are enthusiastic about the project.

Evaluation:

It is my firm conviction that the partial year--1963-64--has been extremely successful as a first step paving the way for increasingly productive years. An attitude of readiness on the part of parents and teachers together with increased understanding of the many aspects of the problem make an excellent foundation for sound and effective change in the role of the school in meeting the needs of the child whose learning handicaps stem from his socio-economic background.

The improvement in classroom work and parent contacts are more than I had expected in such a short time.

Personal Comment: In all of my professional life, there has not been a project to which I have been more committed or one about which I feel as enthusiastic as to results.